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ABSTRACT

This manual was created to serve as an instructional aid in the training of counseling supervisors. Various problematic issues germane to the supervisory process are simulated on videotape. Chapter 1 provides a detailed outline of the structure and format of a class for the effective use of simulated vignettes. Chapter 2 presents a brief summary of each simulation and suggests strategies for its maximized utilization. An address is provided to which those seeking more information on the simulation videotapes may write. Selected references are also included. (KRP)

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THE UTILIZATION OF VIDEO TAPED SIMULATIONS TO TRAIN COUNSELING SUPERVISORS A LEADERS MANUAL

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Preface

In July of 1974 the United States Office of Education awarded the Counselor Education Department at the University of Pittsburgh a grant to disseminate some of the more salient structures and processes identified and developed through a previous three year training program. The Training of Counselor Supervisors was germane to this concept.

The most crucial aspect of a counselor's training is the supervisory process. (Fraleigh and Buchneimed 1969, Lister 1965, Hasford 1970, Hansen and Warner 1971, Horgan 1971, Roeber 1963, Fitch 1974).

A great deal of attention has been given to the theoretical constructs inherent in supervisory practice. There is a paucity of knowledge or methodologies relating to training effective Counselor Supervisors. (Roeber 1963, Hasford 1970, Hansen and Warner 1971, Horgan 1971, Hansen and Sevic 1967, Fitch 1974).

Consequently, a leader's manual and video tapes, exemplifying training strategies utilized in the University of Pittsburgh were designed, implemented, and evaluated for dissemination.

The tapes can be used as introduction to supervision of supervision, or in conjunction with other methodologies such as supervision of supervision, or used as in-service training sequence. For further information regarding the video-taped simulations contact the Department of Counselor Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

Introduction to the Leader's Manual

This manual was created to serve as an instructional aid in the training of counseling supervisors.

Various problematic issues germane to the supervisory process are simulated on video tape. The video tape shows a direct frontal shot of the counselor as he is talking to the supervisor. The supervisor's voice is clearly audible on the video tape but he is never pictured. The supervisor trainees should be competent as counselors, but need no previous training in the supervision of another's counseling practice.

The discussion following each vignette should be led by a person thoroughly familiar with the theory and practice of supervision. The leader should also thoroughly familiarize himself with the leader's manual and the video tapes before using these materials.

CHAPTER I

I. Preparation for Training

A. Allocating Time

The leader should allow himself approximately ten minutes before each session to set up the video tape equipment. The sessions themselves are designed to last approximately 70 minutes. The time should be used in a manner similar to the following sequence:

1.	Reading of the instructions to the participants.	5 minutes
2.	Showing vignette #1	5-10 minutes
3.	Follow-up discussion	60 minutes

B. The Number of Participants

The materials were designed for six to ten participants. This number provides for active discussion with an opportunity for everybody to participate. Fewer people could use the materials. There would be greater opportunity to role play, but because of the decreased number, less opportunity for fertile discussion. Twelve would be about the maximum number of participants to use the materials. With any more than this, it would be wise to divide them into two groups.

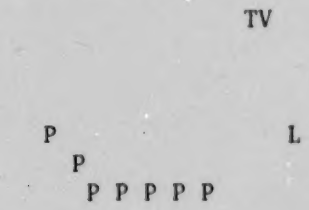
C. Materials and Facilities

The following is a listing of the necessary materials and facilities for each session:

1. A room large enough to accommodate the leader, participants and equipment.
2. One television.
3. One video tape player.
4. Chairs for everyone.
5. The video tapes for each session.

D. Setting Up the Session

The television screen and chairs should be arranged in such a manner that each participant and the leader have a clear view of the screen. The participants should have enough room so they will not be distracted and can view the screen with full attention. The leader should arrange the video tape player in such a manner that he can control the tape and view the screen at the same time. One possible arrangement id diagrammed below.



P = participant
L = leader
TV = television
VTR = video tape recorder

Extra chairs can be placed in front of the television for role playing.

II. What to Tell the Participants

The following instructions to the participants in the simulation sessions are to be read to them by the simulation leader:

The eight simulation sessions in which you will participate over the next weeks are designed to create situations approximating some of the problems which often arise in the supervision of another's counseling. Video tapes will be used to illustrate the problems. The tapes will focus on the supervisee's verbal and nonverbal behavior as he is being supervised.

You are to put yourself in the place of a supervisor in a Counselor Education program. You have the right to structure to supervision sessions as you see fit to maximize the learnings of your supervisee. This includes the right to determine your own theoretical perspective, the right to choose whether or not to require audio tapes and also to determine the length and frequency of your meetings with the supervisee. You have three responsibilities: (1) to provide supervision; (2) to use ethical procedures; and (3) to evaluate the supervisee.

Each session will begin with the video tape. View the supervisee on the tape as if you were supervising him. Concentrate solely on him, ignoring the others present. You will hear the voice of a supervisor on the video tape. His inclusion was necessary to facilitate the interaction, however in most instances he is of secondary importance. Therefore, it is best to keep your focus on the supervisee. Your task while viewing the video tapes is to try to pick out the basic underlying issue being illustrated by the supervisee from among all the dynamics occurring with him, and to decide how you would go about supervising him. Try to absorb as much verbal and nonverbal cues and feelings as possible.

III. The Leader's Role

The follow-up discussion is probably the most important single part of the simulation. It is through this discussion that the participants can gain awareness of their feelings and actions. The task the leader has is to direct the discussion so the participants have a chance to become:

(1) aware of the issues
(2) aware of their feelings when confronted with the issues
(3) aware of their response when so confronted
(4) aware of implications of their response
(5) aware of possible alternative responses

The discussion does not have to be directed in a sequential manner as the objectives are listed above. It might be more effective to start the discussion with the observations and concerns of the participants.

Some specific training strategies, utilized through the project, accompany vignettes.

IV. The Vignettes

With each of the vignettes, participants are encouraged to process feelings and responses in role-play interactions with other participants in the group. The role-play activity creates conditions which limit extensive diagnosis and evaluation discussion about what "should" or "should not" be done by the supervisor. The role-play activity structures the interaction into actual feelings and behaviors which the supervisor-trainee tries to implement.

The following questions are also appropriate to initiate discussion on all eight vignettes. Participants may be asked:

(1) What issues did they see manifested in the vignette?
(2) What feelings does this particular counselor initiate in them?
(3) How would they have responded to the counselor?
(4) What are some implications of their responses?
(5) What alternate strategies might be employed?

Other specific training strategies found to be effective follow each vignette.

CHAPTER II

Vignette #1

The issue highlighted here focuses on trust and control.

A rather assertive female counselor is having her first meeting with the supervisor. She has made many assumptions about the process. Eventually the supervisor relates to her that he believes it's best to start supervision using a single client. She shares her concern with him about getting supervision on the rest of her counseling.

Suggested Strategies

(1) Discuss the vignette for 30 minutes. Different perceptions will emerge. Replay the film and repeat the discussion.
(2) Have each person think for a few minutes about the issue of control. Is s/he a controlling person, or easily controlled? What affect is associated with the issue?
(3) Have each person think for a few minutes about the issue of trust. Is s/he a trusting person or easily trusted? What affect is associated with this issue?

Vignette #2

Adequacy needs are focused upon in this vignette.

A female counselor comes to the supervisory session. She describes a young client who is angry and frustrated, but who is at the mercy of a very negative environment. The counselor is angry and frustrated with the case.

Suggested Strategies

(1) Think for a few minutes. Describe the personality of the supervisee who would be most difficult and frustrating for you to work with. Share this profile with the class.
(2) Should the supervisor ever play the role of the counselor with his supervisee? If so, when would it be appropriate to do so?

Vignette #3

Professional adequacy needs are a suggested supervisory issue.

A female counselor believes that as long as she is identified as working with the "system" her client will not be authentic with her. She believes that the client cannot see her as a person, but rather sees her as part of the institution against which he has negative feelings.

Suggested Strategies

(1) Think for a few minutes. Is there any difference between you as a person and you as a person functioning in a role? Share it with the rest of the group.
(2) Write down on a piece of paper the first three words that come to your mind after you think of the concept "Counseling Supervision". Share them with the group.
(3) Make a geometric drawing presenting you as a counselor. Now do one which represents you as a supervisor. Discuss the drawings.

Vignette #4

The counselor's need to nurture is an important issue.

The counselor believes she has had a positive impact on her client's behavior. She believes the child is quite normal and is negative about the child's mother who she thinks exaggerates the situation and wants to put the child in a special class.

Suggested Strategies

(1) View the vignette. Pick two people in the group and write down how you think they will respond. Share it with the group.
(2) Role play a counselor talking to a supervisor who thinks his/her influence is being vitiated by external sources.

Vignette #5

The counselor's denial of his own feelings is an overriding issue.

A young male counselor brings a tape of his counseling session to the supervisor. His female client is ambivalent about her sexual feelings. The counselor begins to probe into what kind of man she finds attractive.

Suggested Strategies

(1) Role play a supervisory session where the counselor is having heterosexual fantasies about this client.
(2) Role play a supervisory session where the counselor is having homosexual fantasies about this client.

Vignette #6

The counselor's adequacy and nurturance needs are tapped in this vignette.

The counselor has worked for some time with a sixteen year old girl. The counselor perceives the girl's home environment as very restricting and controlling, and feels impotent to facilitate any change.

Suggested Strategies

(1) Discuss situations which make you feel inadequate. What is your normal coping behavior in these situations?

Vignette #7

The supervisory issue here is the counselor's denial of and use of his own feelings.

A black counselor has been accused by his client of being an "Uncle Tom". The counselor says that he is immobilized by the anger directed at him by the client, and wants help from the supervisor.

Suggested Strategies

(1) Role play a supervisory session where hostility is being directed at the supervisor by the supervisee.
(2) Identify three strategies you feel are most effective in managing hostility from a supervisee. Share them with a group.

Vignette #8

Termination and evaluation as issues for the supervisor are suggested.

The supervisor and supervisee are discussing the subject of termination of the supervisory sessions. The trainee would like to continue a more personal relationship with his supervisor.

Suggested Strategies

(1) Delineate the similarities and differences between a personal and professional relationship.
(2) Role play a supervisory session where termination is an element.

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